





Boris Elementary IDAC

Intercultural Diversity Advisory Council Meeting

Thursday, September 7, 2023
4:30pm



Kudos

Survived a “true” full year of school post COVID

EARNED

CLE Finalist and Exceptional Persons Recipients

Digital Citizenship Award

Platinum Status in PBIS!!!

1st District Championship in Football

District Champions in Wrestling and Track/Field

What is IDAC?

IDAC stands for Intercultural Diversity Advisory Council

IDAC

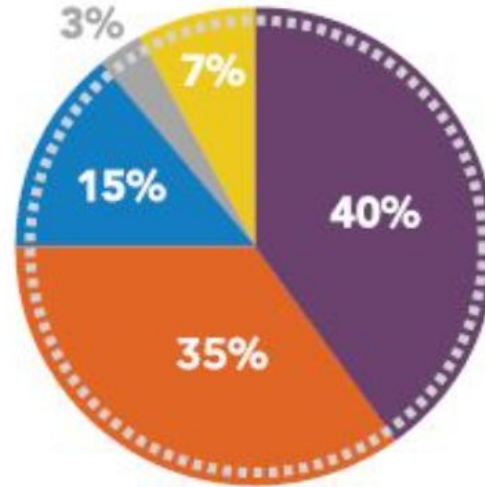
Intercultural Diversity Advisory Council (IDAC): Meets quarterly at the school site (zoom option is available). IDAC is composed of school site parents that participate at site and district level climate assessment/problem-solving meetings. The primary purpose is to assist in the formation and review of policies that assure non-discriminatory practices in all operational areas of the Clovis Unified School District. Its further mission is to assist in improving the cultural environment of the District. Each school highlights via a website three focus areas each year. Superintendent's Parent/Community IDAC meets quarterly with a group of parent and community leaders from each school area to discuss district initiatives and work around Cultural Proficiency. Parents can take back information to their respective areas and sites. It also serves as a platform to report any concerns directly to the Superintendent.

“Why” are we covering this today

Clovis Unified is a culturally diverse district that believes in maximizing the potential of ALL students in Mind, Body, and Spirit. CUSD empowers students to become productive, contributing members of society.

We are privileged to be diverse in Clovis Unified.

This colorful tapestry is woven together to create a unique opportunity for all students



Student
Demographics

- Hispanic
- White
- Asian
- Black
- Other

About Our School

Virginia R. Boris Elementary School, home of the Chargers, is in its first year of inception. **Our doors opened in August to approximately 600 students.** Prior to breaking ground, the Temperance and Clinton school site and surrounding properties were agricultural. Understanding the site's history and CUSD goals, the architects proposed a "high-tech green" concept for the school. This design honors the agricultural history of the area as well as the district's commitment to readying our students for their high-tech future. The architecture of our building and our educational platform support our commitment to creating a 21st century learning environment for our students.

Therefore, our classrooms will:

- Use technology as a primary tool of learning and creativity
- Focus on agricultural connections to make learning authentic and meaningful
- Implement a free-flowing classroom concept to replicate current and futuristic work environments

Our school is named after Dr. Virginia R. Boris to honor her longtime commitment to Clovis Unified as a teacher and administrator, as well as for her commitment to education throughout the valley.

Our school colors are also symbolic: Blue is the color of trust and responsibility, black is the color of power and strength, and silver illuminates the way forward; it is modern and high tech. At Boris Elementary School, we will strive to develop the positive character traits associated with our colors: trust, responsibility, inner strength and respect.

The Chargers mascot, represented by a bull, honors the region's agricultural past and commitment to the future. Characteristics of bulls include strength (in mind and body), resiliency and focus. These admirable qualities and characteristics are vital to the success of our students, staff, and community.

Virginia R. Boris Elementary Background - 2021

- **Opened** in 2016 with 544 students
- **Current Enrollment:** 674 students
- **Demographics:** 29.32% Asian, 40.28% Hispanic, 3.24% Filipino, 2.47% African American, 3.86% unknown and 19.6% White, not of Hispanic Origin.
- **Free and Reduced Lunch: 47%**
- **PBIS - Platinum state level**
- **Digital Citizenship**
- **4th Year with Positivity Project**



Virginia R. Boris Elementary: Background - 2022

- **Opened** in 2016 with 544 students
- **Current Enrollment:** 767 students
- **Demographics:** 30.5% Asian, 41% Hispanic, 2% Filipino, 2% African American, 3% multiple/unknown and 26% White, not of Hispanic Origin.
- **Free and Reduced Lunch: 58.4%**
- **PBIS - Platinum state level**
- **Digital Citizenship School**
- **Bonner Character and Civic Learning School**
- **5th Year with Positivity Project**



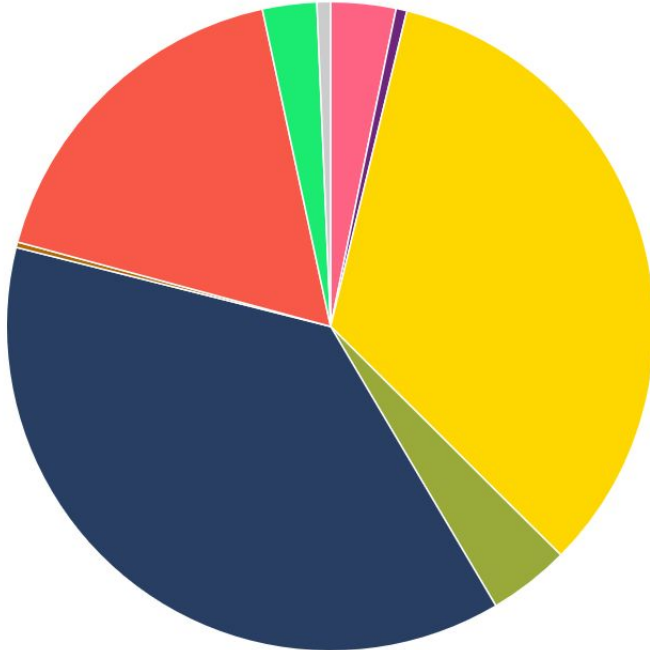
Virginia R. Boris Elementary: Background - 2023

- **Opened** in 2016 with 544 students
- **Current Enrollment:** 874 students
- **Demographics:** 33.6% Asian, 37% Hispanic, 4.1% Filipino, 3.2% African American, 2.7% multiple/unknown and 17.4% White, not of Hispanic Origin.
- **Free and Reduced Lunch: 52.4%**
- **PBIS - Platinum state level**
- **Digital Citizenship School**
- **Bonner Character and Civic Learning School**
- **6th Year with Positivity Project**



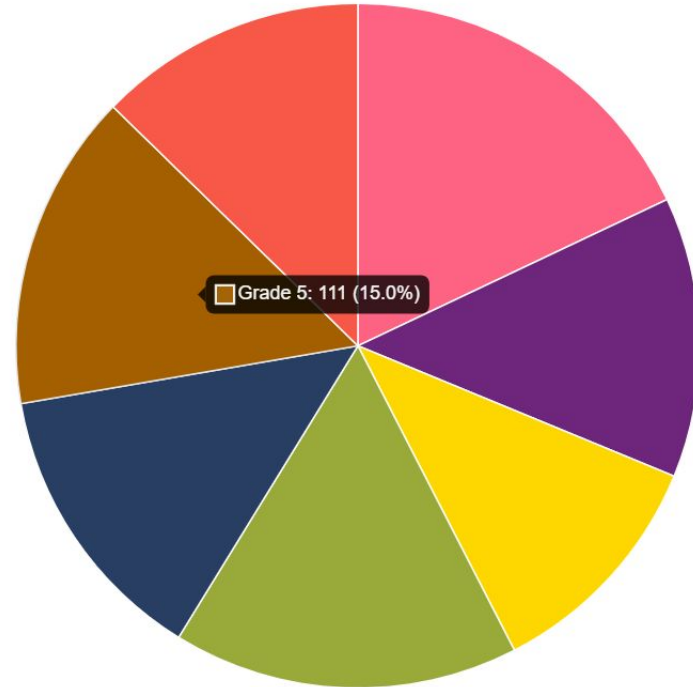
Enrollment by Ethnicity

African American American Indian or Alaska Native Asian
Filipino Hispanic or Latino Pacific Islander White
Two or More Races Not Reported



Enrollment by Grade

Grade K Grade 1 Grade 2 Grade 3
Grade 4 Grade 5 Grade 6



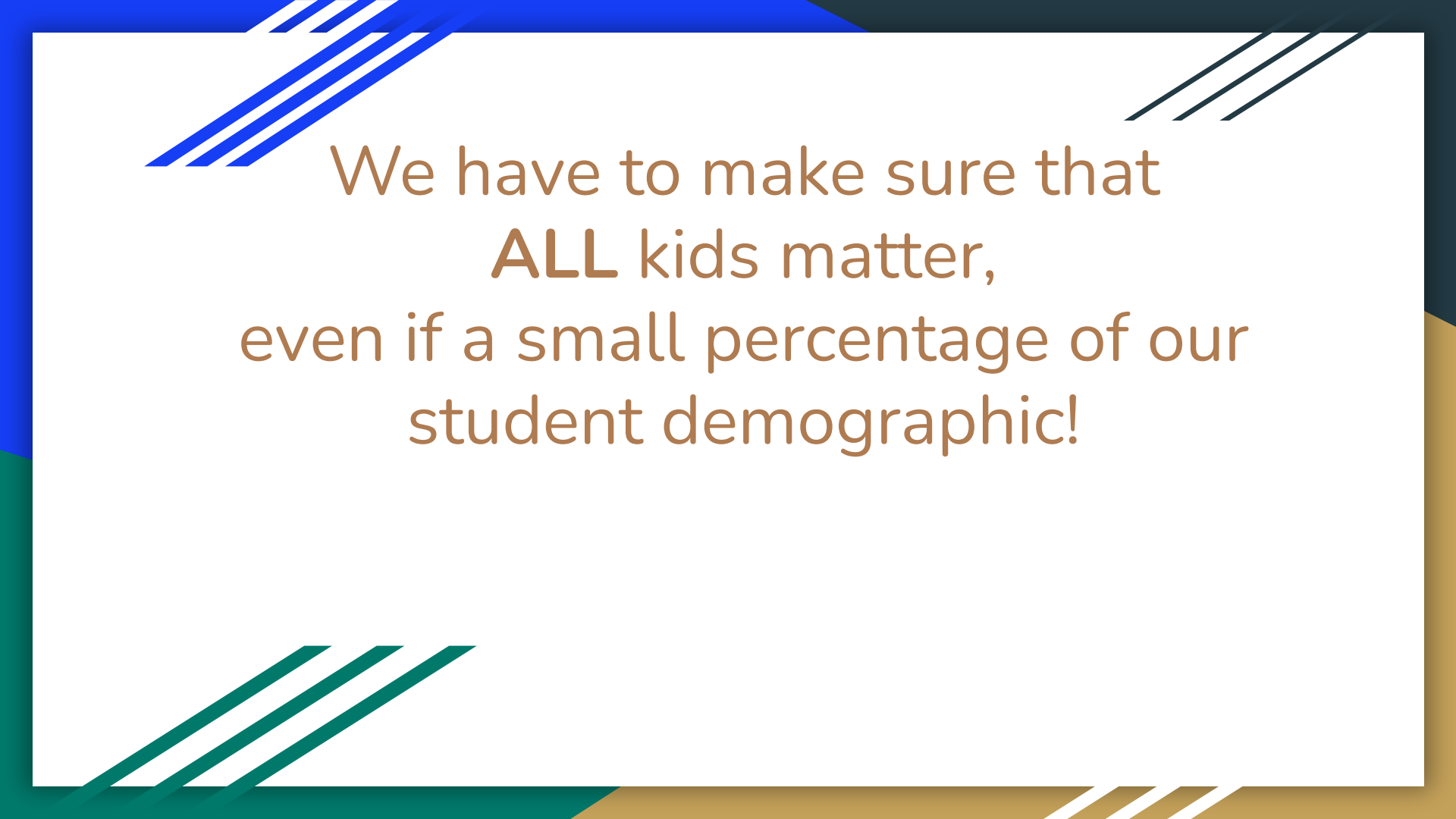
2023-2024 Themes

- District Theme
 - We ARE Clovis Unified



- Boris School





We have to make sure that
ALL kids matter,
even if a small percentage of our
student demographic!

Present....

Comprehensive review of our Cultural Proficiency System conducted in a five-area Action Plan implemented in 2018-2019

5 Areas include: Curriculum, Instruction, and Accountability
School Culture
Parents and Community
Human Resources and Policy
Staff Training

CLASSI III: Cultural Proficiency

Aim I

Curriculum, Instruction, &
Accountability

School Culture

Parents
&
Comm-
unity

Focus
Group
Achieve-
ment
1.1

Multi-
cultural
Education
1.2

Educating
Students on
Policy &
Complaint
Handling
Procedures
1.3

Diverse
Representat-
ion &
Engagement
1.4

Student
Human
Relations
Council
1.5

Acceptance
and
Understand-
ing of ALL
Students
1.6

Diverse
Representat-
ion &
Engagement
1.7

Hiring For
Diversity
Action Plan
2.1

Policy
2.2

Complaint
Handling
2.3

Promoting
Understand-
ing of
Cultural
Differences
3.1

Policy
3.2

Complaint
Handling
3.3

Aim II

Human Resources &
Policy

Aim III

Professional
Development

CUSD District AIMS

1. Maximize Achievement for ALL students
2. Operate with Increasing Efficiency and Effectiveness
3. Hire, Develop, Sustain and Value a High-Quality, Diverse Workplace

Current Reality for Boris

- Each year the district has a school site assess themselves
- Focus Areas for 2023-2024 are:
 - Focus Group Achievement
 - Increase participation of underrepresented groups
 - Staff training promoting understanding of cultural differences

Current Reality for Boris

- Each focus area has a goal with specific actions
- Monitoring Process
 - How is the goal being met?
 - Who is responsible for monitoring the goal?
 - What data/evidence is collected?
 - Success Criteria (how do we know we are meeting the goal?)

Review of District and Schoolwide Data

District SBAC Data: 2022-2023

ELA - 66%

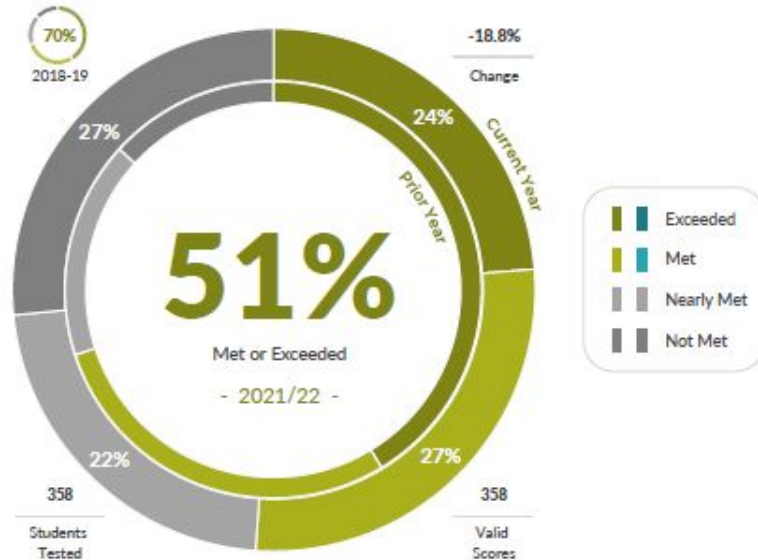
Math - 51%

Boris 2021-2022 Data

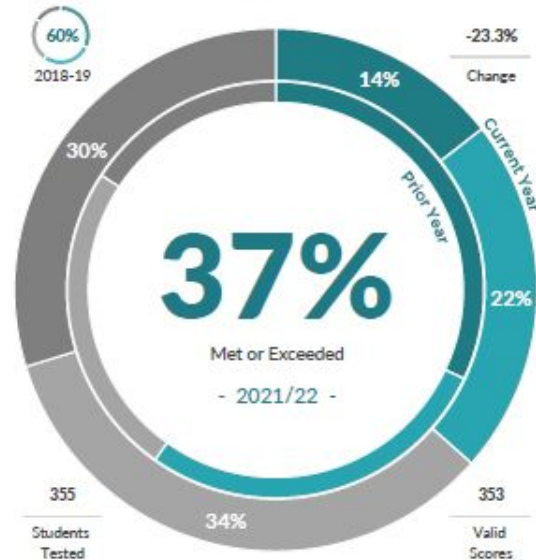
OVERALL

Clovis Unified Virginia R. Boris Elementary (Fresno)

ENGLISH & LANGUAGE ARTS



MATHEMATICS



In 2021-22, Unified School District's test scores decreased by -18.8% in ELA and -23.3% in mathematics. Overall, of the students who participated in the state test and received a valid score, 51% met or exceeded the standard in ELA and 37% in mathematics.

Boris 2022-2023 ELA Data

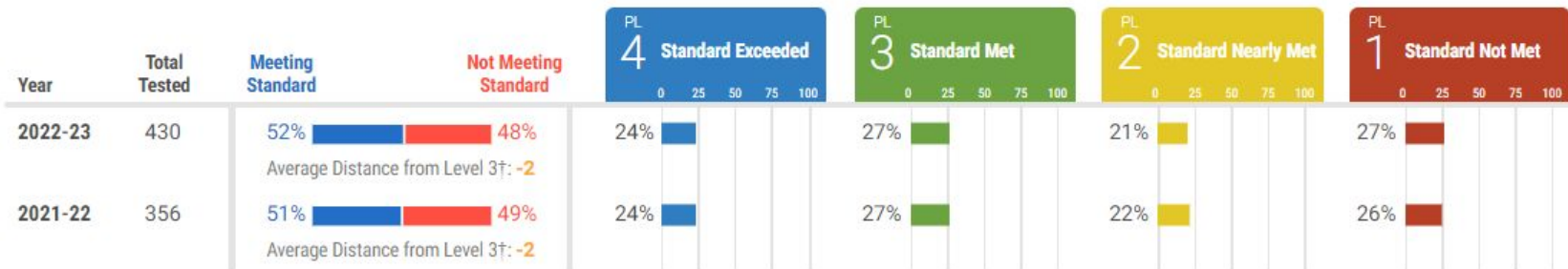
Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All ELA Tests (Summative)

Sites: BORIS ELEMENTARY

Years: 2022-23 and 2021-22

Overall & Claim Performance



Boris 2022-2023 Math Data

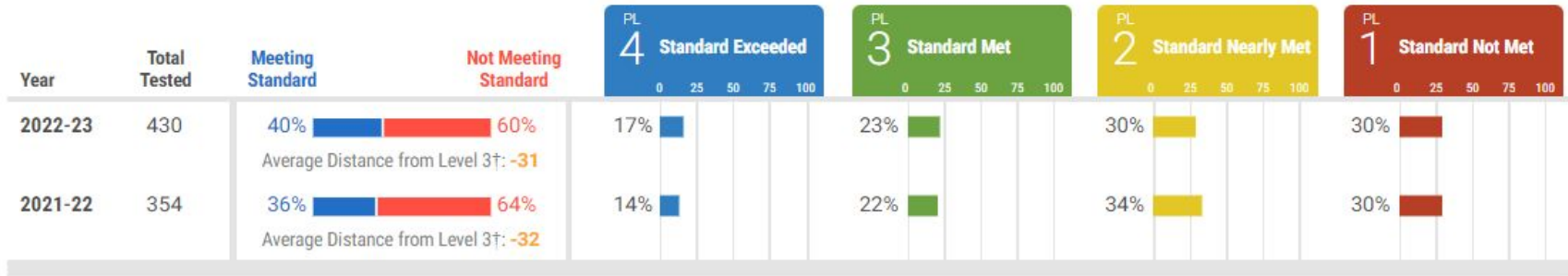
Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All Math Tests (Summative)

Sites: BORIS ELEMENTARY

Years: 2022-23 and 2021-22

Overall & Claim Performance



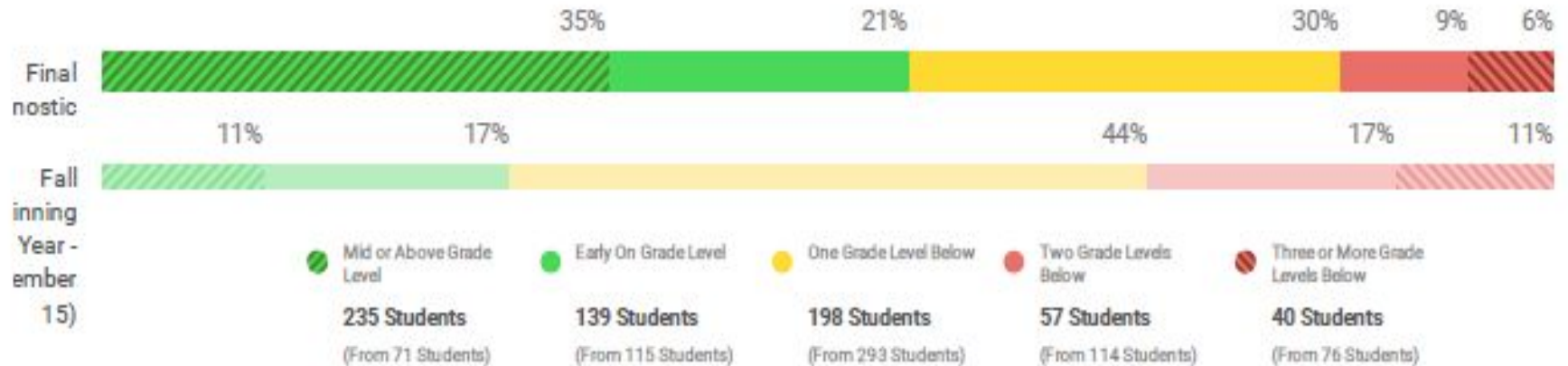


iReady 2022-2023 Comparisons





Reading



Overall Placement

Students Assessed/Total: 669/737













Reading

Yes - Hispanic or Latino	Final Diagnostic		31%	20%	30%	12%	8%	261/282
	Fall (Beginning of Year - November 15)		10%	16%	39%	19%	15%	
No - Hispanic or Latino	Final Diagnostic		38%	21%	30%	6%	5%	408/455
	Fall (Beginning of Year - November 15)		11%	18%	47%	16%	9%	

All	Overall Grade-Level Placement					Students Assessed/Total		
American Indian or Alaska Native	Final Diagnostic		75%	0%	25%	0%	0%	4/4
	Fall (Beginning of Year - November 15)		50%	0%	50%	0%	0%	

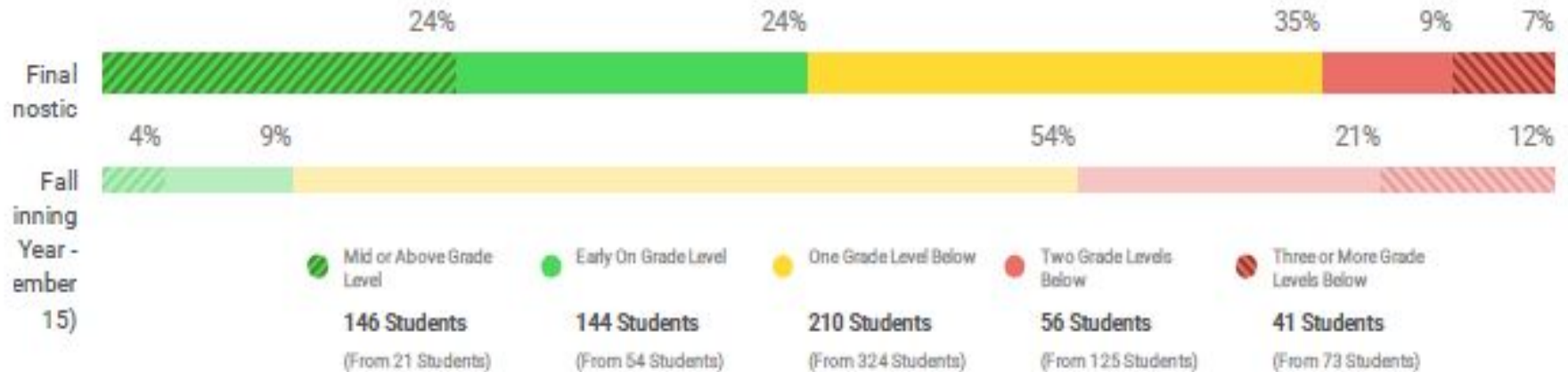
Reading

Asian	Final Diagnostic		38%	24%	30%	6%	3%	232/254
	Fall (Beginning of Year - November 15)		9%	19%	48%	18%	6%	
Black or African American	Final Diagnostic		35%	9%	26%	9%	22%	23/26
	Fall (Beginning of Year - November 15)		0%	26%	26%	26%	22%	
Native Hawaiian or Other Pacific Islander	Final Diagnostic		48%	19%	26%	3%	3%	31/36
	Fall (Beginning of Year - November 15)		19%	29%	45%	3%	3%	
White	Final Diagnostic		32%	20%	30%	11%	7%	378/411
	Fall (Beginning of Year - November 15)		11%	15%	42%	17%	15%	
Not Reported	Final Diagnostic		0%	0%	100%	0%	0%	1/6
	Fall (Beginning of Year - November 15)		0%	0%	100%	0%	0%	





Math

Overall Placement



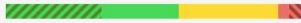







Students Assessed/Total: 597/737



Math

Yes - Hispanic or Latino	Final Diagnostic		20%	24%	35%	14%	8%	233/282
	Fall (Beginning of Year - November 15)		2%	7%	55%	21%	15%	
No - Hispanic or Latino	Final Diagnostic		27%	24%	35%	7%	6%	364/455
	Fall (Beginning of Year - November 15)		4%	10%	54%	21%	10%	

Math

American Indian or Alaska Native	Final Diagnostic		50%	0%	50%	0%	0%	2/4
	Fall (Beginning of Year - November 15)		0%	50%	50%	0%	0%	
Asian	Final Diagnostic		32%	26%	33%	4%	4%	206/254
	Fall (Beginning of Year - November 15)		5%	13%	55%	19%	8%	
Black or African American	Final Diagnostic		10%	20%	35%	10%	25%	20/26
	Fall (Beginning of Year - November 15)		0%	0%	40%	30%	30%	
Native Hawaiian or Other Pacific Islander	Final Diagnostic		21%	36%	36%	4%	4%	28/36
	Fall (Beginning of Year - November 15)		0%	14%	61%	21%	4%	
White	Final Diagnostic		21%	22%	36%	13%	8%	341/411
	Fall (Beginning of Year - November 15)		3%	7%	54%	21%	15%	



Review of Goals for 2023-2024 for Boris

Bhangra Dancers

Boris 3rd - 6th grade students